DOCUMENT RESUME

ED 181 835 CS 005 214

TITLE Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1979 (Vol. 40 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 16p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Compensatory Education; *Doctoral Theses; Elementary Secondary Education; Listening Skills; Oral Reading; Reading Comprehension; *Reading Difficulty; Reading Instruction; *Reading Research; Reading Skills; *Remedial Reading; Remedial Reading Programs; Teaching Methods; Writing Skills

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the effect of vocabulary instruction on the comprehension of poor readers; contextual methods of teaching sight words to elementary remedial readers; the effects of four visual discrimination training programs on the visual discrimination of nonreaders; E. S. E. A. Title I intervention in reading for grades two, four, and eight; differential prediction of success in reading as a result of remedial instruction; the influence of listening while reading on the acquisition of reading skills; the efficacy of language instruction on reading and mathematics achievement of educationally deprived children; the effects of equivalent and analogous instruction on the oral reading performance of pupils with reading difficulties; prediction of comprehension based on five deletion-based systems; the effect of using direct instruction procedures to teach three critical reading skills to skill deficient children; the effects of teachers on the achievement of black, inner city, elementary school children; a piagetian orientation to testing and reading remediation; and the effect of intensive reading instruction on the reading achievement of low socioeconomic elementary students in a rural system. (FL)

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Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

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ACHIEVEMENT AND SELF-CONCEPT OF MALE AND FEMALE STUDENTS IN COMMUNITY COLLEGE REMEDIAL READING CLASSROOMS WITH VARYING OBSERVED AND PERCEIVED CLIMATES Order No. 7920933

BARNETT, Naomi, Ed.D. St. John's University, 1979. 221pp.

The purposes of this study were (1) to determine and compare the reading achievement of students in mandatory noncredit college remedial reading classrooms categorized by observers as either direct, neutral, or indirect in climate and categorized by students as either more positive or less positive in climate; (2) to determine and compare the self-concepts of academic ability of students in these classes; and (3) to determine and compare the reading achievement and the self-concepts of academic ability of the male and female students in these classes.

The six data-gathering instruments utilized in this study were (1) the Flanders Interaction Analysis Categories (FIAC), used for the classification of observed classroom climate as direct, neutral, or indirect; (2) the Brookover Perceived Evaluation of the Teacher Scale (PTEV), used to classify students' perceptions of classroom climate as more positive or less positive; (3) the Brookover Post High School Self-Concept of Academic Ability Scale (PH-SCAA), used to measure students' academic self-concepts; (4) the Nelson-Denny Reading Test, with Form C as the pretest and Form D as the posttest, used to measure reading achievement; (5) a Student Questionnaire, used to obtain information about selected demographic student variables; and (6) an Instructor Questionnaire, used to obtain information about selected teacher characteristics and classroom activities.

The population of classes from which the participating sample of classes was drawn was comprised of 34 mandatory reading remediation classes for college students whose grade equivalent score on Form C of the Nelson-Denny Reading Test fell below 8.9. From these 34 classes, 20 were selected at random to participate in the present study.

To test the hypotheses of the study, mean posttest scores on the dependent variables (reading achievement and academic self-concept) were analyzed, using two-way ANCOVA with one covariate. In each analysis of the posttest scores, pretest scores on the same variable were used as the covariate. Further, means of males and females in each class served as the units of analysis. The results of testing the hypotheses were as follows:

1. No significant differences in mean reading achievement were found among classes categorized by observers as having indirect, neutral, or direct climate.
2. No significant differences in mean academic self-concept were found among classes categorized by observers as having indirect, neutral, or direct climate.
3. A significant difference in mean reading achievement was found among classes categorized as having more positive classroom climate and as having less positive classroom climate, with students who viewed their classroom climate as more positive having higher mean reading achievement.
4. A significant difference in academic self-concept was found between classes categorized by students as having more positive classroom climate and as having less positive classroom climate, with students who viewed their classroom climate as more positive having more positive academic self-concepts.
5. No significant difference in mean reading achievement was found between groups of students with more positive or less positive academic self-concepts.
6. No significant differences were found in any of the comparisons between male and female students' mean scores in reading or in their academic self-concepts.

THE EFFECTS OF FOUR VISUAL DISCRIMINATION TRAINING PROGRAMS ON THE VISUAL DISCRIMINATION OF NONREADERS Order No. 7920661

BIEGER, Elaine Mindich, Ph.D. Fordham University, 1979. 297pp. Mentor: Dr. Carolyn N. Hedley

The purpose of this study was to investigate the effectiveness of two different systems for the improvement of visual discrimination of words by children who have difficulties in this skill. A training program was developed in systematic scanning strategies, which included part-whole training (based on the Piagetian developmental theory of decentration), as well as spatial distance training (based on LaBerge's theory of perceptual learning). This system constituted the training program for the Treatment 1 subgroups. Treatment 2 consisted of commercially made word-matching exercises.

The subjects in the study were second-grade nonreaders who attended one of two Reading and Diagnostic Centers, for remedial reading instruction, in the borough of the Bronx in New York City. The children attended the Center for a 50 minute session each school day. The sessions started at 8:50 A.M. and ended at 2:35 P.M. All children admitted to the Centers were tested in the visual discrimination of words to assess adequacy in this skill. Children scoring below the accepted level of adequacy were chosen for the study.

Fifty-two out of 130 children were identified as having difficulties in the visual discrimination of words. These children were randomly placed into four treatment groups. Three of the groups (Treatment 1 subgroups) received training in specific scanning strategies; specifically, part-whole training (Treatment 1A), spatial distance training (Treatment 1B), or a combination of part-whole and spatial distance training (Treatment 1C). The fourth group (Treatment 2) was given word-matching exercises.

Subjects received 15 minutes of visual discrimination training daily. Thirty-five minutes of each 50 minute Center session was spent on remedial reading instruction. This remedial reading session included a variety of materials, but excluded any visual perceptual materials. The subjects worked in groups of five, under the supervision of one of five educational assistants. The educational assistants were under the direct supervision of two professional teachers who monitored their performance at each Center. All treatments were begun and completed in the same time span. The training programs were completed in 18 fifteen-minute sessions. After the completion of the training program, the posttest, a parallel form of the pretest, was administered following the same procedures used in the pretest.

The major findings were that the three Treatment 1 subgroups utilizing specific scanning strategies, were essentially equivalent in the achievement of visual discrimination skills. There was a significant mean difference ($p < .05$) between Treatment 1B and Treatment 2. Differences also occurred between Treatment 1A and Treatment 2 and between Treatment 1C and Treatment 2, but they did not reach a significant level.

In Treatment 1 subgroups, 11 out of 39 subjects still had difficulties in the visual discrimination of words at posttest. In the Treatment 2 group, 8 out of 13 subjects still had difficulties in the visual discrimination of words at posttest.

The results indicated a trend which demonstrated that a training program in specific scanning strategies, specifically, part-whole training, spatial distance training, or a combination of part-whole and spatial distance training, would be effective in improving visual discrimination of word skills. The differences between pretest and posttest mean scores were: Treatment 1A, 4.23; Treatment 1B, 5.00; Treatment 1C, 4.31; Treatment 2, 1.61.

WORD PRONUNCIATION AND COMPREHENSION

Order No. 7923091

BLANCHARD, Jay Stanley, Ph.D. University of Georgia, 1979. 184pp. Supervisor: George E. Mason

An important issue in reading and content area instruction is the complex relationship between word recognition (decoding) and comprehension. This study investigated one aspect of that relationship--will vocabulary instruction facilitate performance in comprehension? More specifically, will instruction and review on words about to be read, both in a passage and the accompanying comprehension questions, facilitate a pupil's ability to answer literal and inferential comprehension questions about the passage? The present study examined this question using 60 poor reading sixth graders (one to four years behind grade placement in total reading achievement as measured by the Comprehensive Test of Basic Skills--CTBS). The pupils were pretested on the Peabody Picture Vocabulary Test (PPVT) and a (110 wds.) high frequency word list. Pupils were randomly assigned to experimental (N=30) and control (N=30) groups. Both groups were further subdivided by CBTS scores into poor reading and very poor reading groups. Four passages from the McCall-Crabbs Standard Test Lessons in Reading (Booklet A) were selected (fifth grade readability--3rd person narrative) for all pupils to read. Six literal and four inferential questions were written and validated as the comprehension measures for each passage. Each pupil answered a total of 24 literal and 16 inferential questions.

Each day for four days each experimental pupil was presented a deck of flash cards by a student-teacher proctor. The flash cards represented the words the pupil was about to read, both in a passage and on the accompanying comprehension questions. There was a flash card deck for each passage. Each card in a deck was presented for two seconds. If the word was identified and pronounced correctly, the next card was presented. If not, the proctor pronounced the word and the pupil echoed it. Pupils had to correctly identify and pronounce all words (except those words correctly identified on the 110 word pretest) regardless of the number of presentations. To control for uniqueness of presentation on the unrecognized words, the minimum number of flash card words presented in a deck was ten. For example, if a pupil was unable to identify or pronounce five words on the first presentation of a flash card deck, on the next presentation the five words would be presented again but "shuffled in with" five known words and randomly presented. The pupils then read a passage and answered the comprehension questions. Flash card words which were initially unrecognized were presented again as a check for retention.

Control pupils followed the same procedures except the flash card words presented never appeared on any of the four passages and accompanying questions they read. The control pupils' flash card words came from the McCall-Crabbs Standard Test Lessons in Reading and were from passages surrounding the four selected for the study.

Using two 2x2 factorial analyses of covariance (PPVT-covariate) one for literal and one for inferential comprehension, the following results were obtained: (1) experimental readers ($\bar{X}$=17.34) answered significantly more ($F=10.43$; $df=1,55$; $p < .002$) literal comprehension questions about the passages than control readers ($\bar{X}$=12.26), (2) experimental readers ($\bar{X}$=11.06) answered significantly more ($F=28.81$; $df=1,55$; $p < .001$) inferential comprehension questions about the passages than control readers ($\bar{X}$=5.14). Using adjusted scores experimental readers answered 72% of the literal questions correctly as opposed to 51% of the control readers. Concerning inferential comprehension, experimental readers answered 69% of the questions correctly as opposed to 32% for the control readers. The results indicate that vocabulary instruction and review on words about to be read can enhance performance on tests of literal and inferential comprehension using those words.

Investigating retention data led to the finding that poor readers retained 98% and very poor readers retained 83% of the words initially unrecognized. In addition, poor readers required only one more presentation to correctly identify and pronounce approximately 90% of the words initially unrecognized. The very poor readers required two more presentations to reach the same 90% figure. The results seem to indicate that poor and very poor readers can, with a minimum of effort identify, pronounce and remember previously unrecognized words when rapid, accurate identification and pronunciation mastery is required.

RELATIVE EFFECTIVENESS OF VISUAL-AUDITORY VERSUS VISUAL-AUDITORY - KINESTHETIC-TACTILE PROCEDURES FOR TEACHING SIGHT WORDS AND LETTER SOUNDS TO YOUNG, DISABLED READERS

Order No. 7924584

BRYANT, Susan Thorne, Ed.D. Columbia University Teachers College, 1979. 171pp. Sponsor: Anne S. McKillop

The frequently assumed hypothesis that the addition of tactual-kinesthetic cues (tracing and writing) to sight word and letter sound instruction improves learning and retention was investigated with forty-two learning disabled readers. Subjects were thirty boys and twelve girls (thirty-one first graders and eleven second graders) with at least 50% reading retardation. They were predominantly middle class, of normal intelligence, with no uncorrected sensory handicaps. No children were included whose difficulties were judged to be primarily due to emotional disturbance or environmental deprivation.

Method. Each child was taught thirty sight words (plus additional practice words) and twelve letter sound associations over a six-day period. Three of the words and one of the sounds were taught daily by V.A.K.T. (visual-auditory-kinesthetic-tactile) procedures based upon the approaches of Fernald and Gillingham. The same number of sight words and letter sounds were taught each day, in a counterbalanced order, by matched visual-auditory procedures without the inclusion of tracing and writing. Thus, each child served as his own control.

Performance measures used in comparing sight word and letter sound instruction in each procedure were: 1) short term (ten minute) recall; 2) long term (five to seven day) retention; 3) learning errors; 4) learning time. Supplementary comparisons were made of differences in incidental learning between the two procedures in: 1) same day spelling; 2) long term spelling; 3) visual discrimination; 4) sequence and reversal errors in reading; and 5) sequence and reversal errors in writing.

Results. Despite adequate reliability of the learning and retention measures, no significant differences were found between the two procedures at the .01 level of confidence on fourteen of the fifteen t-tests. A significant difference ($p < .001$) was found between teaching time in sight word learning, with V.A.K.T. procedures requiring approximately one-third more teaching time.

For individual subjects who performed considerably better via one procedure, comparisons were made between relative daily performance measures in the two teaching procedures. No consistent pattern of superior performance was found.

Conclusion. These results do not support the commonly assumed superiority of multisensory procedures, nor the belief that certain disabled readers are more efficient "kinesthetic-tactile" learners.

The clinical effectiveness of remedial procedures, such as those of Fernald and Gillingham, was discussed in relation to learning principles. It was suggested that the effective instructional variables in these and other successful multisensory (and non-V.A.K.T.) approaches may be components such as: focused presentations, reduction of overload, immediate feedback, teaching to mastery, opportunity for overlearning, and provision for reinforcement.

These effective learning components were present in both of the procedures in the current study, but are not consistently found in classroom or even remedial reading instruction. When effective teaching procedures are used, the tracing and writing components, themselves, appear to provide no additional aid to the learning and retention of sight words or letter sounds for young, disabled readers.

A COMPARISON OF CONTEXTUAL METHODS OF TEACHING SIGHT WORDS TO ELEMENTARY REMEDIAL READERS

Order No. 7921771

CARNEAL, Ann Holland Stambaugh, Ed.D. University of Miami, 1979. 245pp. Supervisor: Professor Harry W. Forgan

Purpose

The purpose of this study was to investigate three methods of teaching sight words through sentence context and to determine which was most successful in learning and retaining sight words by elementary remedial readers. An additional purpose was to determine whether direct teaching of sight words through sentence context was more successful in learning and retaining sight words than the same amount of time spent on oral reading, or than the regular classroom teaching program.

Procedures

Three approaches for teaching sight words through sentence context were developed. The primary difference in the three procedures was whether the sight words were used in sentences provided by the tutor, in student-made sentences, or in a combination of tutor and student sentences. In addition to these three approaches, a fourth group of subjects spent the same amount of time orally reading trade books with a tutor. A fifth group served as a non-instructional control group.

Two instruments were used to descriptively define the population as remedial readers. The Slosson Intelligence Test and the Word Identification Test of the Woodcock Reading Mastery Tests were administered to identify subjects eligible for participation. Fry's Instant Words were administered to identify subjects' unknown sight words.

Forty elementary remedial readers were randomly assigned to one of four treatment groups at the Barry College Reading Clinic, Miami, Florida. Ten subjects comprised the control group.

The tutors were undergraduate students enrolled in Methods of Teaching Reading at Barry College. The tutors were trained in a carefully structured program using videotapes, supervised instruction, and discussion.

Subjects were tutored twice weekly during 40-minute sessions for eight weeks. Five sight words were taught to subjects in Groups 1, 2, and 3 for a total of 80 words taught in 16 sessions. Group 4 subjects spent the same amount of time orally reading and discussing trade books with a tutor as the other subjects spent in learning, practicing and reviewing sight words. The tutors were observed on a regular basis to ensure correct teaching procedure.

Immediately following the sixteenth tutoring session, each subject was posttested with the Fry Instant Words. A delayed retention posttest was administered to each subject 19 days after the immediate posttest.

Two 5 x 1 analyses of covariance were carried out to determine overall significance among the five group means on the two posttests. Scheffé's test for multiple comparisons was used to investigate the source of the significance. The hypotheses were tested at the .05 level of significance.

Results

The analyses of covariance on the immediate and delayed retention posttest among the five group means yielded differences significant at the .001 level.

Significant differences were found on the immediate and delayed retention posttests between: (1) the tutor-generated context group and the oral reading group, (2) the student-generated context group and the oral reading group, (3) the tutor-generated context group and the no treatment group, and (4) the student-generated context group and the no treatment group. The other hypotheses tested using Scheffé's post hoc comparisons did not yield significant differences.

Conclusions

The results indicate that teaching elementary remedial readers sight words in sentence context is more beneficial than reading trade books orally when the sentences used for teaching the sight words are provided exclusively by the tutor or are provided exclusively by the student. When the tutors used a combination of tutor-generated sentences and student-generated sentences, there was no significant difference found between the combination group and the oral reading group. This may indicate that for elementary remedial readers, the combination of tutor and student sentences is not consistent to the degree necessary for mastery.

AFFECTS OF THE PROJECT HEAD START AND TITLE I PRE-SCHOOL PROGRAMS ON VOCABULARY AND READING ACHIEVEMENT MEASURED AT THE KINDERGARTEN AND FOURTH GRADE LEVELS

Order No. 7921650

CLARK, Carlean Manning, Ed.D. Wayne State University, 1979. 109pp.

There are currently two preschool programs available to Detroit area children--Project Head Start, implemented in 1965, and Title I Pre-School, implemented in 1972. These programs share similar curriculum plans and both place specific emphasis on the development of positive self-concepts for their participants. The programs vary in their admittance requirements. Participants in the Project Head Start program must be products of a poverty level income family. Title I Pre-School, however, accepts all children who test to be educationally deprived, regardless of socioeconomic background.

The purpose of this study was to examine the Project Head Start and Title I Pre-School programs to determine what their affect was upon participants when measured at the kindergarten and fourth grade levels on vocabulary and reading achievement skills.

The study sample consisted of four randomly selected groups: two experimental groups--children who participated in (1) Project Head Start, and (2) Title I Pre-School; two control groups--children who were eligible for but did not participate in (3) Project Head Start, and (4) Title I Pre-School.

Data on vocabulary and reading achievement were gathered for each of these groups by the Detroit Reading Readiness Test at the kindergarten level and the reading section of the Iowa Tests of Basic Skills at the fourth grade level. Comparisons were made at both the kindergarten and fourth grade levels for the following groups: Project Head Start versus control; Title I Pre-School versus control; Project Head Start versus Title I Pre-School. The multiple comparison technique was used to measure mean score difference. All differences occurring at the .05 level or below were considered significant. The t-test was applied to all significant comparisons to determine whether, on a one-tail basis, significance would be achieved.

The following conclusions were suggested by the analyses of data:

1. The Project Head Start program appeared to have a positive impact on program participants at both the kindergarten and fourth grade levels.
2. Participants in the Title I Pre-School program appeared to make no significant gains over non-participants at either the kindergarten or fourth grade level.
3. No significant difference was measured between the Project Head Start or Title I Pre-School programs.

Recommendations for future research and program review were made.

AN INVESTIGATION OF E.S.E.A. TITLE I INTERVENTION IN READING FOR GRADES TWO, SEVEN AND EIGHT

Order No. 7919021

CLARK, Martha Ann, Ed.D. Northern Arizona University, 1979. 101pp. Adviser: Sam W. Bliss

PROBLEM

The problem of this study was to determine the effects of an experimental supplementary diagnostic-prescriptive Title I reading program on the reading achievement of second, seventh, and eighth grade students who were severely educationally disadvantaged. Further, the purpose was to determine the differential effects of the reading program in year-round and nine-month schools among male and female students; and among Black, Hispanic, and Anglo students.

METHODOLOGY

The student population included 191 students in the experimental group who attended seven schools on the nine-month organizational plan. The control group consisted of 280 students attending schools on both the nine-month and 45–15 year-round school organizational plans. The experimental group received diagnostic-prescriptive individualized reading instruction as the research treatment to be studied for use with ESEA Title I students. The control group received no special reading instruction treatment except that provided in the traditional classroom.

The Stanford Achievement test was administered to all students on a pre/posttest. All tests were scored by an outside agency, then transcribed on a keypunch input form for computer processing. The mean student test scores were analyzed through the use of the t test. For this investigation the hypotheses were tested at the alpha level of 0.05 as the level of significance for rejecting or failure to reject the null hypotheses.

FINDINGS

Four null hypotheses were tested. Three hypotheses were rejected because of a significant t value. The supplementary diagnostic-prescriptive Title I reading program was effective in improving the reading achievement of students in the seventh and eighth grades, but not for second grade; the nine-month school plan was more effective than the year-round plan for improving reading achievement at the second grade level, but the two plans were equally effective at grade levels seven and eight; the supplementary diagnostic-prescriptive reading program was effective in improving reading achievement for male and female students in the second, seventh, and eighth grades; and this reading program was equally effective for improving reading achievement among Black, Hispanic, and Anglo students in the second, seventh, and eighth grades.

RECOMMENDATIONS

1. The results of the reading program should be presented to teachers and administrators who were involved in the study. This presentation should be used as a basis for considering the effects of the program and plans should be made for continuation of the program with modifications to improve services.
2. The supplementary diagnostic-prescriptive Title I reading program should be expanded to all teachers in seventh and eighth grades.
3. A study should be designed to discover how to improve reading achievement at the second grade level.
4. A training program should be established for teachers in this district so that the reading program can be expanded to more students in grades seven and eight.
5. A report on the results of the study should be presented to the board of education and to parent groups in the district.
6. The results of the study should be shared with other school districts.
7. A study should be developed to establish the benefits of a reading program in nine-month schools over that of year-round schools at the second grade level.

DIFFERENTIAL PREDICTION OF SUCCESS IN READING AS A RESULT OF REMEDIAL INSTRUCTION

Order No. 7920666

FEIGELSON, Alan Stephen, Ph.D. Fordham University, 1979. 303pp. Mentor: Brother Cormac Waldron

This study sought to identify the characteristics of students who would or would not benefit from school-based remedial reading programs. The identification of predictor variables could lead to more precise pupil selection procedures in order to make the most effective and efficient use of available remedial reading resources.

Predictor variables included measures routinely available to reading specialist teachers through diagnostic and achievement testing and from pupil records. The Stanford Diagnostic Reading Test (SDRT) provided pretreatment achievement levels in vocabulary and comprehension as well as word recognition skills. The Botel Reading Inventory furnished potential, instructional, and independent reading levels. Grade placement, sex of student, and hold-over status were gathered from pupil records. Paper and pencil measures of self-esteem and test anxiety were also used as predictors.

The criterion measures of success in reading were estimated true gains based upon pre- and post-program administration of the vocabulary and comprehension subtests of the Metropolitan Achievement Test. Based upon the distribution of estimated true gain scores for each subtest, the sample was divided into success, moderate success, and non-success groups.

The population studied was composed of elementary school pupils served by remedial reading programs operated by a New York City School District. The sample consisted of 400 pupils in grades 3–6 who had received remedial instruction for the period between pre- and post-testing and for whom complete data were available.

The major statistical technique used was discriminant function analysis. The initial multiple discriminant analyses tested the effectiveness of the combination of all 15 predictor variables in the prediction and classification of individuals into success groupings. A stepwise discriminant analysis was employed to test the effectiveness of success group classification using the five most important predictor variables. A second stepwise discriminant analysis was utilized to validate the generalizability of prediction.

The results of the multiple discriminant analyses using all 15 variables found only the first discriminant function to significantly separate the success groups. Instructional reading level and pupil grade level variables contributed to group separation when the success groups were formed on the basis of both vocabulary and comprehension gains. Test anxiety and hold-over status were also responsible for success group separation on the vocabulary criterion. The sound blending and reading comprehension subtests of the SDRT acted to differentiate success groupings based upon gains in comprehension.

The prediction of success group membership based upon all 15 variables was best for the success and non-success groups, where 59% to 74% of group members were correctly classified. The number of correct classifications for the moderate success groups was near chance levels.

The stepwise discriminant procedure revealed the addition of sound discrimination as a predictor of vocabulary gains, while anxiety was added to those predictors previously identified for gains in comprehension. The reduction in the number of predictor variables from 15 to five did not affect significantly the prediction of success group membership.

The cross-validation procedure supported the generalizability of prediction results. When the proportions of correct classifications between the development and validation groups were compared, the only significant difference occurred within the comprehension success group, where the rate of correct classifications dropped from 81% to 62%.

A STUDY OF THE INFLUENCE OF LISTENING WHILE READING ON THE ACQUISITION OF READING SKILLS

Order No. 7914597

FINNERTY, Ruth Cogan, Ph.D. University of California, Berkeley, 1978. 223pp.

The major purpose of this study was to investigate whether primary grade readers with comprehension and word recognition problems would benefit more from listening to stories read aloud to them while following the words than from reading stories aloud themselves. A secondary purpose was to investigate whether reading would be affected by the format in which the stories were presented.

Fifty-one male second graders with reading problems from two predominantly Black schools were selected for the study on the basis of teacher judgment and various reading measures. The following procedures were used:

1. Teachers were asked to identify boys who were (a) reading below grade level, (b) without any obvious physiological impairments that might affect reading, and (c) able to recognize words and use phonics skills at a minimal level, but (d) unable to read connected prose without comprehension problems.
2. Potential subjects were further screened on the basis of (a) Cooperative Primary Reading Test scores, (b) the reading level of their classroom texts, (c) reading speed, and (d) amenability to following words while listening.

Subjects were then matched within teachers according to Wide Range Achievement Test scores and randomly assigned to one of three treatments. All three treatment groups went through a training program during which 20 stories were read at individual sessions with an adult. Children in the Reading Aloud (RA) treatment read each story aloud to the adult. Children in both the Listening-1 (L1) and Listening-3 (L3) treatments listened to the stories read aloud by an adult while they followed the words; the L1 children heard each story once only, whereas the L3 children heard each story three times.

The training program stories were each presented in a small-book format, designed so that line and page breaks would not interrupt minimal phrase units, in order to facilitate phrase "chunking." Pre- and post-measures consisted of oral reading, word recognition, eye-voice span, and a cloze test. The oral reading test story was presented either in the small-book format or as a regularly typed page. It provided measures of comprehension, total errors, reading time, graphic similarity of observed responses to actual words, and the use of syntactic/semantic cues and correction strategies.

Multivariate and univariate analyses of variance and covariance were used to test (a) treatment and format differences on all oral reading measures, and (b) treatment differences on all other measures. Reading levels were used for blocking.

Results were nonsignificant for both treatment and format effects. It was suggested that (a) the lack of treatment effects may have been due to the small sample size and the relatively short duration of the training program, and (b) the effect of the change in format was not powerful enough to overcome word-by-word reading habits.

Additional multivariate and univariate analyses of the oral reading and word recognition measures indicated that all the children taken together improved significantly on comprehension, total errors, and word recognition. It was suggested that all the treatments may have been equally effective, but testing such an effort was impossible without a classroom control group.

Suggestions are given for future research on the influence of listening on reading acquisition.

THE EFFICACY OF LANGUAGE INSTRUCTION ON READING AND MATHEMATICS ACHIEVEMENT OF EDUCATIONALLY DEPRIVED CHILDREN

Order No. 7917525

GUILLORY, Barbara Lee, Ed.D. The American University, 1979. 100pp.

The purpose of this study was to compare and analyze the effects of language instruction in facilitating the reading and mathematics achievement of first grade educationally deprived boys and girls. One hundred educationally deprived first grade boys and girls who received instruction in a Title I ESEA Language Program were compared with 100 educationally deprived boys and girls who did not participate in the Language Program.

Subjects, chosen from selected New Orleans Public Schools, were matched on the basis of race, sex, pre-reading test score and mathematics test score. The treatment group received 40 minutes of language instruction in addition to the basic reading and mathematics program which is required by the local school district. The comparison group received only the local school district's basic reading and mathematics instruction.

It was hypothesized that significant differences would be found in achievement on the reading and mathematics scales of the CTBS/S, Level B between the Treatment Groups (Hypothesis 1), the girls and the boys, (Hypothesis 2) the girls in the Treatment Group (Hypothesis 3) and the boys in the Treatment Group (Hypothesis 4). It was further hypothesized that there would be a more positive correlation between the reading and mathematics scales of the CTBS/S for the treatment group than for the comparison group (Hypothesis 5).

The results of the multivariate analysis of variance indicated that there were significant differences between the treatment groups and the sexes but the interaction of treatment with sex was not significant beyond the .05 Level. Since the main effects were significant, two of the difference hypotheses of the study were supported.

Since the analysis did yield significant results for the treatment effect and the sex effect, discriminant analyses were effected. The results of the discriminant analysis for the treatment effect indicated that reading and mathematics tasks which required visual and auditory abilities received greater discriminant weights than those requiring integrative and conceptual abilities. The results of the discriminant analysis for the sex effect indicated that tasks requiring semantics ability distinguished boys from girls.

Conclusions were discussed in light of the study's implications relative to teaching strategies and curriculum design for educationally deprived children, sex differences and language relatedness to reading and mathematics. Recommendations were made for changing teaching strategies for educationally deprived students.

THE EFFECTS OF EQUIVALENT AND ANALOGOUS INSTRUCTION ON THE ORAL READING PERFORMANCE OF PUPILS WITH READING DIFFICULTIES

Order No. 7918097

KNOWLTON, Henry Earle, Ed.D. University of Kentucky, 1978. 139pp. Chairpersons: Dr. J. A. McLoughlin, Dr. C. M. Nelson

This study examined the effects of two formats of instructional tasks on the contextual oral reading of words with ending vowel-consonant spelling patterns by three elementary LD pupils encountering reading difficulties. Instructional formats focused on short vowels and were comprised of either equivalent or analogous tasks. Equivalent tasks were identical to the objective (contextual oral reading) with respect to their stimulus and response modalities, stimulus and response content, and the teaching techniques employed. Analogous tasks were tangential to the behavioral objective in at least one of these task characteristics. Pupils received 10 days of instruction with each format.

Data were analyzed using a multiple-baseline design across behaviors (short vowel sounds). Results indicated that while analogous instruction showed no effect on oral reading, equivalent instruction showed only a slight experimental effect. Visually apparent differences in data distributions did not emerge.

The results implied the need for systematic replication across various populations and conditions before the efficacy of equivalent instruction can be determined.

PREDICTION OF COMPREHENSION BASED ON FIVE DELETION-BASED SYSTEMS USED WITH SIXTH GRADE TITLE I STUDENTS Order No. 7917817

LAZARUS, Alan, Ed.D. Hofstra University, 1979. 246pp.

The purposes of this investigation were: (1) to examine and compare the effectiveness of five deletion-based systems (standard cloze, maze technique, reading storage test, graphic cloze, and op-in procedure) as measures of reading comprehension of narrative and expository material; and (2) to develop a hierarchy of deletion-based systems in terms of the amount of variance that is accounted for in relation to the criterion (multiple-choice test on unmutilated passages).

To accomplish the purposes, the Dale-Chall Readability Formula was used to select eighteen passages of 200 to 250 words at approximately fifth grade level from unused standardized reading tests. One expository and one narrative passage were mutilated to conform to each of the five predictor variables. Four expository and four narrative passages were used for the criterion variable. The eighteen passages were administered to sixty, sixth grade, Title I students.

The data were submitted to factor analysis to determine how many factors were represented by the five predictor variables for narrative and expository material.

Stepwise multiple regression formulas were calculated to determine the degree to which the five predictor variables alone, and in combination, predicted reading comprehension using multiple-choice questioning of narrative, expository, and combined narrative and expository materials, as the criterion, for Total, High, and Low Groups.

Results of factor analysis extracted one factor for Total Group on both narrative and expository material. This one factor was called "reading comprehension ability." Two factors were extracted for High Group reading narrative material: "reading comprehension through divergent thinking" and "reading comprehension through convergent thinking." Two factors, unlabeled since no common elements could be found, were extracted for High Group on expository material and for Low Group on narrative material.

Multiple stepwise regression, for Total Group reading narrative material, demonstrated op-in to be the most significant ($p < .05$) predictor of reading comprehension using the multiple-choice criterion. Standard cloze was also significant. The hierarchy for Total Group was: (1) op-in, (2) standard cloze, (3) graphic cloze, (4) reading storage, and (5) maze. Multiple stepwise regression resulted in no significant predictors of reading comprehension for High or Low Group reading narrative material.

Multiple stepwise regression, for Total Group reading expository material, demonstrated maze to be the most significant ($p < .05$) predictor of reading comprehension using the multiple-choice criterion. Reading storage was also significant. For Total Group, the hierarchy was: (1) maze, (2) reading storage, (3) op-in, (4) graphic cloze, and (5) standard cloze. Multiple stepwise regression, for High Group reading expository material, demonstrated maze to be the only significant predictor. No significant predictors of reading comprehension were found for Low Group reading expository material.

Multiple stepwise regression, for Total Group reading combined material, determined op-in to be the most significant ($p < .05$) predictor of reading comprehension. Standard cloze was also significant. For Total Group, the hierarchy was: (1) op-in, (2) standard cloze, (3) maze, (4) reading storage, and (5) graphic cloze. Multiple stepwise regression resulted in no significant predictors of reading comprehension for High or Low Group reading combined materials.

Among the conclusions reached were the following: (1) due to small sample size, results obtained for High and Low Groups may be considered spurious; (2) one factor, "reading comprehension ability," emerged for the five deletion-based systems; (3) all five deletion-based systems appeared to be good predictors of reading comprehension when using multiple-choice questioning of materials as the criterion; and (4) op-in appeared to be the best predictor of reading comprehension on narrative material, maze appeared to be the best predictor on expository material, and op-in appeared the best predictor on combined materials.

THE EFFECTS OF AN ESEA TITLE I SUMMER READING AND MATHEMATICS PROGRAM ON ACHIEVEMENT TEST SCORES OF PARTICIPATING STUDENTS Order No. 7924068

LONGENECKER, Joseph Lee, Ed.D. Temple University, 1979. 98pp.

This study was designed to determine the degree of impact of the ESEA Title I summer school program on achievement test scores in reading and math. The primary comparison was made between Title I students who received the summer school treatment and Title I students who did not attend summer school.

A review of the literature and research studies yielded information demonstrating both the success and failure of ESEA Title I programs. The evidence is certainly contradictory and even confusing at times.

Rather than accept the mediocrity of the current Title I evaluation status it becomes increasingly important to double our efforts to evaluate and explain Title I programs. It is especially important in light of previous research, that such evaluation occur at the local level, since the independence of both program and population between local education agencies is fairly well established.

The need for local school district accountability in evaluation of ESEA Title I summer school test score data, and the value of local studies related to program decision-making is the basis of this study. Two important limitations of this study were:

1. In order to satisfy federal guidelines Title I services (summer school) could not be withheld from selected students.
2. The six week duration of summer school is an extremely short period to measure gains on a standardized achievement test.

The sample for this study was composed of three groups. Group A consisted of Title I children who attended summer school. Group B consisted of Title I children who did not attend summer school. Group C consisted of children from the general school population.

The instrument used to measure achievement gains was the Stanford Achievement Test. Primary I, Primary II, Primary III and Intermediate I levels were used at the appropriate grade levels. The School Attitude Scale developed by the Pennsylvania Department of Education in conjunction with the New Castle Area School District was used to measure student attitude toward school.

The treatment in this study was the regular instructional program of the ESEA Title I Summer School program. This was remedial instruction in the basic skill areas of reading and mathematics.

Based on the findings of the analysis of the standardized test data for the Title I students and non-Title I students, the following conclusions were made:

1. In reading, grade 1 of Group A had mean gain scores significantly higher than Group B at the September posttest. Grade 2 of Group A had mean gain scores significantly higher than Group B at the November posttest.
2. In math, grade 3 of Group A had mean gain scores higher than Group B at the November posttest.
3. When the mean math score gains were analyzed between groups A, B and C the research hypotheses were accepted for the September and November posttesting. Group A showed the stronger gains.
4. There was no difference found in mean gain scores in reading at either of the posttest sessions when groups A, B and C were analyzed together.

The aforementioned conclusions warrant the following recommendations:

1. The comparisons between Group A and Group B of this study should be replicated during the summer of 1979 to determine the consistency of these findings.

2. The Parent Advisory Council of Title I and appropriate school officials should be appraised of the results of this study and should be included in forming any recommendations for future summer school programs.

3. Further investigation should be conducted to determine expected gains on nationally standardized achievement test scores during a six week period.

The results of this research indicated that the six week summer school treatment did not have a significant impact on achievement test scores when an alpha of .05 was used, with the exception of the subgroups indicated earlier. The implications of this study would suggest that the Title I monies expended in a summer program would be more beneficial when applied to a full term program.

EFFECTS OF INSTRUCTION IN THE USE OF AN ABSTRACT STRUCTURAL SCHEMA AS AN AID TO COMPREHENSION AND RECALL OF WRITTEN DISCOURSE
Order No. 7917398

MCDONELL, Gloria Marie, Ed.D. Virginia Polytechnic Institute and State University, 1978. 132pp.

Current research in discourse processing indicates that textual information is understood and recalled with the aid of schemata. The schema theory of comprehension suggests that as encoding occurs, existing schemata not only set up expectations which assist the reader in processing information, but also act as a retrieval plan during recall (Rumelhart and Ortony, 1977). The literature further suggests that while skilled readers use these top down processes to read more efficiently, disabled readers do not (Meyer, 1977). The purpose of this investigation was to measure the effectiveness of an instructional technique which would provide the disabled reader with the organizational skills that appear to be employed by the skilled reader.

Forty-eight Title I students, reading at or below the 32nd percentile on the reading subtest of the SRA Achievement Test, were randomly selected and assigned to either a control or one of three experimental groups. Each experimental group received an increased exposure to the instructional treatment. All subjects read and retold two stories, one immediately after treatment, and one two weeks later. The recall protocols were assessed by a discourse analysis scoring system.

Three hypotheses were tested using a 4 x 2 mixed analysis of variance with repeated measures on the second factor. Significant main effects for both treatment and time were found. There was no evidence to support a predicted interaction. Further analysis of the treatment variable revealed significant differences between the control and between each of the experimental groups. It appears that by making students aware of the structure of simple stories, they were better able to organize the textual information along these lines for retrieval. According to the schema theory of comprehension, the more efficient recall pattern of the experimental groups can be attributed to the students' ability to predict, in advance, the structure of the story and use it as a plan for retrieval. Although the retelling scores decreased after a two-week period, post hoc analysis of the data revealed that a significant instructional effect was maintained.

Additional findings indicated that successive treatments also improved the recall of high level or important information. Increased instruction enabled subjects to selectively attend to the salient points in the story.

A RESEARCH STUDY MEASURING THE RELATIONSHIP OF PROGRAM POLICY AND PROGRAM COST TO STUDENT ACHIEVEMENT WITH NINTH GRADE DISADVANTAGED STUDENTS IN READING PROGRAMS IN THE EAST SIDE UNION HIGH SCHOOL DISTRICT, SAN JOSE, CALIFORNIA
Order No. 7925080

MACHI, Lawrence Anthony, Ed.D. University of San Francisco, 1979. 126pp. Chairperson: Robert Lamp

Statement of the Problem. Do ninth grade disadvantaged students receive any additional benefit, as expressed in adjusted posttest differences, in compensatory programs as compared to non compensatory remedial reading programs? Two specific inquiries were made by the researcher. First, was there a significant difference in adjusted posttest reading scores between compensatory and non compensatory programs. Second, was there a significant difference in the adjusted reading scores between high cost and low cost reading or equivalent programs.

Procedure. A quasi-experimental design was used to compare adjusted posttest scores in reading achievement of disadvantaged ninth grade students. Ethnic grouping and economic status were used as mediating variables in the comparison of compensatory and non compensatory programs. Participating students were tested in the Fall of 1977 and again in the Spring of 1978, using the CTBS, Level 4, Form S. Over one thousand ninth grade disadvantaged students of the East Side Union High School District, San Jose, California comprised the study sample. Prior learning, expressed as a pretest difference, was controlled statistically. Significant differences ($P \leq .05$) in adjusted posttest mean raw scores between programs were calculated using a multiple factor and a one way analysis of covariance. A cost analysis was conducted on the ten district remedial reading or equivalent programs. The programs having the three highest and the three lowest cost per student ratios were compared for significant differences in adjusted posttest mean raw scores.

Findings. Overall, ninth grade disadvantaged students who participated in compensatory education programs achieved a significantly higher adjusted mean posttest raw score in total reading than did similar students enrolled in non compensatory programs. Ninth grade Black disadvantaged students who participated in compensatory education programs did not achieve a statistically different adjusted mean posttest raw score in total reading when compared with Black ninth grade students participating in non compensatory programs. Ninth grade Hispanic surnamed disadvantaged students who participated in compensatory education programs achieved a significantly higher adjusted mean posttest raw score in total reading than similar students in non compensatory programs. Ninth grade disadvantaged students classified as Others who participated in compensatory education programs achieved a higher adjusted mean posttest raw score in total reading than similar students enrolled in non compensatory programs. In both categories of economic status, ninth grade disadvantaged students who participated in compensatory programs scored significantly higher adjusted mean posttest raw scores than did similar students enrolled in non compensatory programs. Overall, ninth grade disadvantaged students who participated in low cost reading programs did not achieve significantly different adjusted mean posttest raw scores than similar students enrolled in high cost remedial reading programs.

Conclusions. These findings support the position that disadvantaged students at the ninth grade level received additional instructional benefit from compensatory education programs. No additional instructional benefit was received by ninth grade disadvantaged students in low cost programs versus high cost programs in remedial reading as shown by these findings.

AN INVESTIGATION OF THE EFFECT OF USING DIRECT INSTRUCTION PROCEDURES TO TEACH THREE CRITICAL READING SKILLS TO SKILL DEFICIENT GRADE 5 CHILDREN Order No. 7927273

PATCHING, William George, Ph.D. University of Oregon, 1979. 178pp. Adviser: Dr. George Sheperd

The purpose of this field study was to investigate the relative effectiveness of Direct Instruction and Workbook with Corrective Feedback methods of teaching three critical reading skills to skill deficient grade 5 students. In addition, both methods were compared with a nonintervention control situation. The three critical reading skills selected for study were the ability to detect instances of faulty generalization, false causality or invalid testimonial presented in written arguments, reasoning, evidence or opinion. The Direct Instruction method employed the use of components fundamental to the Direct Instruction model developed at the University of Oregon while the Workbook with Corrective Feedback method employed the use of a series of three especially developed student workbooks. Each workbook focussed on one of the three critical reading skills. All instruction was undertaken with each child individually. Thirty-nine grade 5 students were selected on the basis of performance on a critical reading screening test developed by the researcher. These students were then randomly assigned to one of the three treatment groups. Instruction was for a duration of three thirty-minute periods. Three instruments were developed to collect posttest data in the experiment. One test, the Critical Reading Test I: Argument Analysis Test, was designed to collect data for the main analysis. The two other tests, the Critical Reading Test II: Embedded Argument Analysis Test and the Critical Reading Test III: Skill Classification Test were designed to supply supplementary information. Results of the main analysis revealed that the Direct Instruction method was significantly more effective than either the Workbook with Corrective Feedback method or no intervention. No significant difference was found between the performances of the Workbook with Corrective Feedback and no intervention groups. Results provided by the two supplementary tests suggest the same findings but not all at a similar degree of statistical significance as that found by the main dependent measure. A subanalysis of the data provided by the Critical Reading Test I: Argument Analysis Test revealed that the Direct Instruction method was more effective for teaching each of the three skills than either the Workbook with Corrective Feedback method or no intervention.

THE EFFECTS OF TEACHERS ON THE ACHIEVEMENT OF BLACK, INNER CITY, ELEMENTARY SCHOOL CHILDREN Order No. 7919502

PHILLIPS, Barbara Riley, Ph.D. University of Pennsylvania, 1979. 215pp. Supervisor: Richard J. Murnane

This study considers the effects of teachers on the language arts achievement of poor black children in the first to sixth grades in a midwestern city. It controls statistically for the previous achievement of students and their demographic, home environmental, school, and schoolmate characteristics. The students are matched to their individual teachers, who are described by a group of characteristic variables frequently used in the educational production function literature and a group of behavior variables of the type used in the process-product literature. The teacher data were collected with a questionnaire.

Significant differences in average achievement levels across classrooms were consistently found in the third to sixth grades, and the analysis indicates that the cumulative impact of school experiences is quite substantial. The explanatory power of the characteristics variables and the behavior variables were compared. Both were found to be important in explaining student achievement. However, the behavior variables consistently explained variance in vocabulary achievement not explained by the characteristic variables. The results for reading achievement were generally less strong; and neither type of variable was consistently superior. While the variance in student achievement explained by teacher behavior variables overlaps that explained by teacher characteristics, there was only weak evidence that teachers with certain characteristics exhibit particular behaviors.

Taken together, the results for the teacher behavior variables support the direct instruction hypothesis that has been developed in the process-product literature. In particular, they indicate that poor children learn more when they spend more time actively engaged in learning tasks and when the curricula are structured, and that teachers with a subject-matter orientation are more effective with such children. However, the results for the teacher behavior variables varied across grade levels. The most likely explanation for this variation concerns the complex pattern of collinearity among the teacher behavior variables.

The most consistent result for teacher characteristic variables concerns teaching experience. Among highly experienced teachers, student achievement was consistently associated with greater teacher experience. The pattern of results suggests that this positive relationship is a result of differences in the average abilities of teachers who entered the profession at different times.

The major policy implication of this research is that the emphasis on training in the progressive tradition which characterizes much teacher education today is inappropriate for teachers of poor children. The study also suggests that future research on teacher effectiveness may require substantially larger samples of teachers than have been available to date in order to obtain stable results under conditions of multicollinearity. It also indicates that teacher self-report data can yield significant, interpretable results. This is important since self-report techniques are less expensive than observational techniques and make it possible to collect data on larger samples of teachers.

A PIAGETIAN ORIENTATION TO TESTING AND READING REMEDIATION Order No. 7922885

POWELL, Maryann, Ph.D. University of South Florida, 1979. 155pp. Supervisors: JoAnn Long, A. Edward Uprichard

The purpose of the study was twofold. First, the investigator sought to determine whether or not a relationship existed between the two reading sub-tests (vocabulary and comprehension) of the Comprehensive Tests of Basic Skills (CTBS) and four areas of Piagetian operational thinking (class inclusion, multiple class membership, shift, and conservation) measured by the Piagetian-Type Task Protocol (PTTP). Second, the investigator developed and implemented both a Piagetian-based and a regular reading remediation program in order to explore the effect of treatment in either program on scores of students who had been identified as having reading problems.

The study was divided into two phases. In Phase I, the PTTP, an individually administered instrument for assessing operational thinking, was developed using two samples of 30 fourth grade subjects. Data were then gathered on an additional 60 fourth grade subjects to explore the relationship between the four areas of the PTTP and the two reading sub-tests of the CTBS. Three areas of the PTTP, including class inclusion, shift, and conservation, were found to correlate moderately with the two CTBS reading sub-tests. These three areas of the PTTP were used in the design of the Piagetian-based reading remediation treatment in Phase II of the study.

Phase II of the study was a curriculum development study, using the clinical investigation approach. A Piagetian-based reading remediation treatment and a regular reading remediation treatment were developed, and each treatment was implemented with four students who had been identified as having reading difficulties. Both reading treatments were based upon a set of common objectives, were conducted under the same conditions with regard to number (32), length of lessons (30–40 minutes each, 18 hours total), and were both implemented (in 11 weeks) by the investigator, who served as instructor. Differences between the instructional events in the two treatments were documented through the use of the Task-Process

Integration Model (TIP Model). The Piagetian remediation treatment included a greater number and variety of instructional events than did the regular remediation treatment. Assessment of reading ability was accomplished by pre- and post-testing with the Stanford Diagnostic Reading Test (SDRT).

Results for Phase II of the study indicated that there were no differences between students' scores on the Stanford Diagnostic Reading Test for either group from pre- to post-testing. It was hypothesized that performance by students experiencing reading difficulties cannot be improved by a short-term, skills-oriented Piagetian-based reading remediation program.

EFFECTS OF COMPENSATORY READING INSTRUCTION FOR ELEMENTARY STUDENTS IN RELATIONSHIP TO THE GRADE LEVEL AT WHICH SUPPLEMENTAL INSTRUCTION WAS PROVIDED Order No. 7923334

ROBINSON, Helen Maxine, Ed.D. Drake University, 1979. 86pp. Adviser: Dr. Edward E. Hakanson

The problem. ESEA compensatory education funds have been spent on remediation of reading since 1965. Nationwide, over fifty percent of the funds have been used to supplement reading programs in the elementary grades. No research has been located that indicates the age level or grade level at which a student would profit most from receiving supplemental reading instruction. The purpose of this study was to investigate if there is a grade level where students would profit most from compensatory reading instruction.

Procedures. The population of this study included all students who completed sixth grade in June, 1975 or June, 1976 in the eleven Title I schools selected for this study. The students included in the population must have received at least one year of compensatory reading instruction between first grade and sixth grade. Seventy-two students were randomly selected for this study from the 465 students identified with complete records. There were equal numbers of boys and girls in the study. The students were grouped according to the grade level in which they had received compensatory reading instruction.

Treatment Group 1 included the students who had received compensatory reading instruction in grades one, two and/or three; Treatment Group 2 included the students who had received compensatory reading instruction in grades four, five and/or six; Treatment Group 3 included the students who had received compensatory reading instruction in grades one through three and also received compensatory instruction in grades four through six. There was also a group of students (Control Group 4), who had received no Title I compensatory reading instruction grades one through six.

The students within each treatment group were divided into three levels: 1) Level H (High); students with a range on the Metropolitan Readiness percentile rank between 76-99; 2) Level M (Middle); students with a range on the Metropolitan Readiness percentile rank between 50-75; 3) Level L (Low); students with a range on the Metropolitan Readiness percentile rank between 1-49.

A three-way analysis of variance was used to examine the interaction of the results by treatment by level and by sex.

Findings. According to this study, students who received compensatory reading instruction in grades one, two and/or three had significantly higher achievement according to the Metropolitan Achievement Test than students who received compensatory reading instruction at other levels.

Conclusions. Compensatory reading instruction according to this study should be offered during the lower grades, one, two and/or three if students are to profit most from such instruction.

Recommendations. Two additional questions should be explored with further research.

1. Why did the students in grades one, two and/or three seem to profit most from compensatory reading instruction?
2. What tools and selection process should be used to locate students who would profit most from compensatory reading instruction?

THE EFFECT OF INTENSIVE READING INSTRUCTION ON THE READING ACHIEVEMENT OF LOW SOCIO-ECONOMIC ELEMENTARY STUDENTS IN A RURAL TENNESSEE SCHOOL SYSTEM: THE DEVELOPMENT OF AN EVALUATION MODEL Order No. 7927058

SMEDLEY, Laura Jean Shuler, Ed.D. The University of Tennessee, 1979. 118pp. Major Professor: Dr. Charles M. Achilles

The purpose of this study was the development of an evaluation model to assess the effectiveness of an intensive reading program for rural, low socio-economic elementary students involved in a Special Emphasis Reading Project. To measure the effectiveness of one or two years of intensive instruction, the evaluation model utilized intact classes, normally collected school data, and a prescribed treatment. There was an attempt to determine with which grade level(s), sex and/or race, if any, the reading instruction was most effective.

Initially there was an analysis of the treatment and control schools in the Special Emphasis Reading Project which determined comparability in reading achievement and other significant characteristics, such as IQ. The determination that there were no substantial differences on pretest comparisons between the treatment and control school further strengthened the evaluation model. The evaluation model utilized an adaptation of a quasi-experimental design. It was a measured equivalent-control group model. This was possible due to the selection of schools based on socio-economic indicators and the comparison of grade achievement scores.

In addition to the establishment of a rigorous system to help insure the authenticity of the equivalency of the two groups, this model was also strengthened by the testing of longitudinal repetitions of the basic model and by measuring the projected progress of groups of students versus their actual gain, using a test of multiple regression.

Another method of examining data for determining success of the reading program was by comparing, using an analysis of covariance, selected pre- and posttest Total Reading scores of the Metropolitan Achievement Test.

In terms of mean grade equivalent on the Metropolitan Achievement Test, the data indicated that the experimental group showed higher mean values than the control group. The differences ranged from less than one month to more than nine months with the gains leaning in the direction of the experimental group. In the fourth grade, after two years in the project, there was a mean gain of 1.19 for the experimental group and also a gain (3.69 to 4.25) over the summer.

Upon examination of the variables used in the regression equations for predicting achievement, it was found that the fourth-grade Total Reading score was the best predictor for both fifth- and sixth-grade reading in the experimental school; in the control school this was not the case.

Using the analysis of covariance, the data showed a significant F (6.91) between control and experimental groups when the second-grade Total Reading score was compared with the fifth-grade score using the former score as the covariate.

Since school systems are usually interested in an evaluation that would indicate the grade levels at which funds could best be spent, this study should allow some conclusions in that regard. Utilization data from regression equations to predict gains, it appeared that the best concentration of effort would be at the fourth-grade level. If funds were available the results of this study would indicate that a summer program at the end of the third grade would be highly desirable.

The project school was, at the time of this study, participating in ESEA, Title I programming. It had been involved with a "pull-out" type of reading program for ten years and still had more than 70 percent of the students reading one or more years below grade level. After a year and a half of Special Emphasis programming, this percentage dropped to less than fifty percent. Thus, it seems fairly safe to say that an intensive in-classroom reading approach seemed to be more effective than a "pull-out" type of activity.

This study revealed that the Special Emphasis Reading Project worked quite well with children whose mean IQ scores (85) fell approximately two standard deviations below the mean IQ scores of the total school district.

Of the three measures to predict performance: pre-post achievement test comparisons, regression equations, and analyses of covariance, it appeared that the regression equation was most adequate for this evaluation model.

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